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DANCE STANDARDS OVERVIEW	
Strand Name and Definition	Concepts and Definitions
1. CREATE – Students explore, demonstrate and apply the elements and techniques of dance.	<ol style="list-style-type: none"> Technique and Performance - Identify, demonstrate and analyze technical training of the body in preparation of performance in dance. Elements of Movement - Identify, demonstrate and analyze the elements of movement, and their use in creating dances. Improvisation/Choreography – Identify, demonstrate and analyze improvisational structures, choreographic processes, forms and principles. Production and Design - Identify, demonstrate and analyze the elements of theatrical production as they relate to dance. Musicality - Identify, demonstrate and analyze the relationship between the elements of music and dance.
2. RELATE - Students demonstrate and apply how the human experience influences and is influenced by the development of ideas and concepts in dance.	<ol style="list-style-type: none"> Dance Forms/History – Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms Social and Cultural Influences - Identify, demonstrate and analyze the reciprocal relationships between dance and society. Careers - Identify and analyze various careers in dance.
3. EVALUATE – Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.	<ol style="list-style-type: none"> Understanding Dance - Identify, reflect, analyze and interpret how dance communicates and conveys meaning.

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Discipline: DANCE

Strand #: 1 Strand Name: CREATE	Concept Name and Definitions	
Strand Definition: Students explore, demonstrate and apply the elements and techniques of dance.	Concept 1. Technique and Performance	Identify, demonstrate and analyze technical training of the body in preparation of performance in dance.
	Concept 2. Elements of Movement	Identify, demonstrate and analyze the elements of movement, and their use in creating dances.
	Concept 3. Improvisation/Choreography	Identify, demonstrate and analyze improvisational structures, choreographic processes, forms and principles.
	Concept 3. Production and Design	Identify, demonstrate and analyze the elements of theatrical production as they relate to dance.
	Concept 4. Musicality	Identify, demonstrate and analyze the relationship between the elements of music and dance.

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Discipline: Dance

Strand : Create

Concept # __1__: Concept Name: Technique and Performance	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze technical training of the body in preparation of performance in dance.				
PO 1	Identify and apply healthy and safe dance practices (e.g. alignment, strength, endurance, proper nutrition, warming up the body).	Identify and apply individual patterns and habits that influence a safe and healthy body in dance (e.g. <u>injury prevention</u>).	Analyze the effects of conditioning; i.e., strength, endurance, flexibility, coordination, agility.	Compare and contrast at least two different body therapies (e.g. yoga, pilates, floor barre, Bartenieff Fundamentals, Alexander Technique, Feldenkrais, Ideokinesis, gyrokinesis).
PO 2	Discuss and explore the concept of personal and group space.	Demonstrate appropriate <u>kinesthetic awareness</u> while performing alone or with a group.	Using kinesthetic awareness, evaluate and modify dance technique.	
PO 3	Identify and Perform basic <u>axial movements</u> of bending, twisting, reaching and turning.	Utilize dynamic alignment to perform combinations of basic axial movements.	Perform more complex combinations of axial movements requiring increased strength, balance and coordination.	Perform complex combinations of axial movements with emphasis on core initiation and use of breath.
PO 4	Identify and perform basic <u>locomotor movements</u> .	Utilize dynamic alignment to perform combinations of basic locomotor movements.	Perform more complex combinations of locomotor movements requiring increased articulation, strength, and agility.	Perform complex combinations of locomotor movements with emphasis on spatial, rhythmical and qualitative challenges.

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PO 5	Perform basic movement combinations that utilize both axial and locomotor movements.	Perform more complex combinations, which require increased motor memory and coordination.	Perform complex dance combinations requiring increased articulation, strength, endurance and agility.	Perform complex dance combinations with emphasis on spatial, rhythmical and qualitative challenges.
PO 6	Identify and perform dance with energy and focus.	Identify and perform basic performance skills (focus, projection, expression and energy).	List and demonstrate performing techniques of <u>kinesthetic awareness</u> , concentration/focus clarity of musicality, spatial intent and energy.	Demonstrate performance techniques of fluidity in movement, transitions, rhythmic acuity, full expression of energy.
PO 7	Analyze, discuss and write about your dance performance.	Identify performing techniques in another dancer.	Using video, evaluate specific performance skills in your own work and the work of others.	Identify and analyze the mastery of performing techniques in self and in others.
PO 8	Use dance technique software and/or the internet to observe dance technique (e.g. CD-rom of various styles – ballet, Graham, African)	Using a video camera, identify and discuss technical training and performance aspects in dance.	Using video, analyze technique and performance of self and others.	Using video captured over time, analyze and evaluate individual progress of technical training and performance (e.g. alignment, balance, articulation of the spine and performance aspects of focus, projection and energy.).
PO 9	Discuss and identify the ways to document dance (e.g. photography, video, writing, drawing, and computer programs).	Use video or software to create a documentation of a dance or phrase.	Use digital video editing software to document a dance.	Use PowerPoint and digital video to document student dance work.

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Discipline: Dance

Strand : Create

Concept # __2__: Concept Name: <u>Elements of Movement</u>	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze the elements of movement and their use in creating dances.				
PO1	Use appropriate terminology to identify and demonstrate the element of time (e.g. tempo, rhythm, accent)	Apply the element of time to develop and revise movement phrases.	Apply the element of time to develop movement phrases increasing in complexity and length incorporating various styles and traditions.	
PO2	Use appropriate terminology to identify and demonstrate the element of space (e.g. levels, directions, floor pattern).	Apply the element of space to develop and revise movement phrases.	Apply the element of space to develop movement phrases increasing in complexity and length incorporating various styles and traditions.	
PO3	Use appropriate terminology to identify and demonstrate the element of energy/force (e.g. dynamics, tension, emotions).	Apply the element of energy/force to develop and revise movement phrases.	Apply the element of energy to develop movement phrases increasing in complexity and length incorporating various styles and traditions.	
PO4	Discuss and explore how the <u>elements of movement</u> can be used to communicate meaning.	Using the <u>elements of movement</u> , create dance phrases that communicate meaning.	Analyze and interpret how the <u>elements of movement</u> were used to communicate meaning in a dance.	

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PO5	Use a still camera or video camera to demonstrate body shape and relationship.	View a dance video and identify and analyze the elements of movement being performed.		
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Discipline: Dance

Strand : Create

Concept # __3__: Concept Name: Improvisation/Choreography	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze <u>improvisational structures</u> , <u>choreographic processes</u> , <u>forms</u> and <u>principles</u> .				
PO1	Identify and apply <u>improvisational strategies</u> (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).	Identify and apply more advanced improvisational strategies (e.g. props, responding to movement of others, literal/abstract, contact).	Identify and demonstrate how improvisation can be used as a <u>choreographic process</u> .	Use improvisational strategies to create a complete dance.
PO2	Discuss and explore ideas and themes used to create dances (e.g. literal/abstract, emotions, stories, social themes, nature, text).	Create dance phrases that use ideas and themes as motivation.	Analyze and interpret the meaning/inspiration of a dance.	Prepare a full-length piece, to be performed in public, based on a particular theme.
PO3	Identify various <u>choreographic processes</u> used to create dances (e.g. chance, motif, repetition, contrast).	Identify and demonstrate the use of choreographic processes to create dance phrases.	Create a dance and discuss your choreographic process.	Research and compare the choreographic processes of two or more choreographers.
PO4	Identify various <u>choreographic forms</u> (e.g. narrative, ABA, Suite).	Create dance phrases that incorporate a single choreographic form.	Identify and analyze the use of choreographic forms by professional choreographers.	Create a complete dance which uses a single choreographic form and includes the use of choreographic principles.

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PO5	Identify the choreographic principles used in dance (e.g. variety, repetition, contrast).	Using the choreographic principles, analyze and revise existing dance phrases.	After observing a dance, discuss the use of the choreographic principles and give suggestions for revision.	Focusing on the choreographic principles, create a dance, and overtime, revise it using feedback from self and others.
PO 6	Project video/still images to be used as a motivator for improvisation or choreography.	Use video or the internet to share choreography and discussion between two different schools/groups.	Use the internet to communicate with a specialist in choreography or improvisation.	Use the internet to research a choreographer and identify <u>movement signature</u> .
PO 7	Use video of students' work to discuss improvisational strategies.	Use a digital video camera to film and edit choreography.	Analyze and apply video in dance choreography and performance.	Use image computer animation software to create a dance (e.g. Dance forms).

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Discipline: Dance

Strand : Create

Concept # __4__: Concept Name: Production/Design	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze the elements of theatrical production as they relate to dance.				
PO 1	Define <u>production terminology</u> and appropriate performance etiquette*.	Identify the roles of the production <u>crew members</u> .	Demonstrate knowledge and application of the use of production elements to enhance choreography (e.g. costumes, lighting, scenery, props)*.	Choose an element of production to analyze and apply (e.g. costumes, lighting, scenery, props)*.
PO 2			Demonstrate knowledge of marketing and budgeting for a dance production (e.g. fliers, press release, publicity)*.	
PO 3		Describe the necessary steps in budgeting for a dance concert.	Project budgetary needs for a dance concert.	Create and analyze a final budget report for a dance concert.
PO 4	Identify the ways that technology can be used in production.	Observe and discuss the ways to use technology in design and production of a theatrical performance.	Identify and apply technology to produce a performance.	Use computer software to design and execute a specific element of dance performance (e.g. lighting, sound, choreography).

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Discipline: Dance

Strand: Create

Concept # __5__: Concept Name: Musicality	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze the relationship between the elements of music and dance.				
PO 1	Identify and explore the tempo, rhythmic structure and meter of various music examples (e.g. discussion, body percussion, locomotors, other body movements).	Demonstrate musical pulse, pattern and phrasing through movement.	Perform a dance to a given piece of music, and then perform it to another piece of music. Analyze the effects the new piece of music has on the movement, feeling, or performance of the dance.	
PO 2	Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, or patterns.	Create a dance phrase which mirrors and/or contrasts a given piece of music.	Analyze the use of rhythmic phrasing in a popular song and apply in the design of an original dance phrase.	
PO 3	Explore through movement, the ability to follow variations in rhythm or tempo.	Demonstrate the ability to alter the tempo, rhythm and/or meter of a movement phrase.		
PO 4	Identify musical note values, accent and syncopation as it is used in music.	Demonstrate musical note values, accent and syncopation through movement.		
PO 5	Using a sound recorder, create a sound-score for dance.	Identify ways that technology can be used to compose or edit music for dance.	Demonstrate and apply knowledge of music-editing software.	

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Discipline: DANCE

Strand #: 2 Strand Name: RELATE	Concept Name and Definitions	
Strand Definition: Students demonstrate and apply how the human experience influences and is influenced by the development of ideas and concepts in dance.	Concept 1. Dance Forms/History	Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.
	Concept 2. Social and Cultural Influences	Identify, demonstrate and analyze the reciprocal relationships between dance and society.
	Concept 3. Careers	Identify and analyze various careers in dance.

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Discipline: Dance

Strand : Relate

Concept # __1__: Concept Name: Dance Forms/History	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms				
PO 1	Identify and examine the dance forms of ballet, modern/contemporary, jazz, tap and hip-hop.	Demonstrate knowledge of the historical development of the dance forms.	Discuss and examine the similarities and differences between various dance forms.	Research at least two dance forms and create a dance which explores and manipulates the stylistic elements.
PO 2	Demonstrate kinesthetic understanding of basic technique and combinations of various dance forms.	Demonstrate more technically challenging and complex combinations of various dance forms.	Analyze and demonstrate knowledge of various dance forms and how they support and relate to one another.	
PO3	Identify the origins of various dance forms.	Identify the individuals who helped develop various dance forms.	Research the evolution of two or more dance forms.	Examine and identify the influence historical events have on the development of dance forms.
PO 4	Describe where dance is seen in contemporary media.	Use video to identify various forms, individuals and trends in dance performance.	Use the internet to communicate with people in other countries and cultures to share similarities and differences of dance.	Use technology in a presentation about dance history, forms or cultures.

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Discipline: Dance

Strand : Relate

Concept # __2__: Concept Name: Social and Cultural Influences	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, demonstrate and analyze the reciprocal relationships between dance and society.				
PO 1	Identify current dance styles in society and/or various cultures (see <u>social/cultural dances</u>)	Identify and analyze the influence of pop culture on social dance (e.g. various decades).	Create a dance that is influenced by your reflection on personal and/or social experiences.	Explain and conclude the influence that social and cultural dances have made on choreographic choices.
PO 2	Identify the meaning, purpose and roles people play in various social/cultural (folk) dances.	Compare and contrast the meaning and purpose of various social/cultural (folk) dances.		Analyze how the issues of heritage, gender, social/economic class, age and/or disability can be or have been expressed through dance.
PO 3	Participate in performing various social/cultural (folk) dances.		Identify and demonstrate social and/or classical dances from various cultures. Describe similarities and differences in steps and movement styles.	Research and create a movement phrase/dance that is influenced by social/cultural dance styles.

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Discipline: Dance

Strand : Relate

Concept # __3__: Concept Name: Careers	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify and analyze various careers in dance.				
PO 1	Identify possible career opportunities in dance.	List the skills learned through dance and how they relate to other career fields (e.g. problem solving, discipline, collaboration, anatomy).	Choose a career in the dance field to research and report.	Intern with a dance professional and reflect upon and evaluate your experience.

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Discipline: DANCE

Strand #: 3 Strand Name: EVALUATE	Concept Name and Definitions	
Strand Definition: Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.	Concept 1. Understanding Dance	Identify, reflect, analyze and interpret how dance communicates and conveys meaning.

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Discipline: Dance

Strand : Evaluate

Concept # __1__: Concept Name: Understanding Dance	Foundations	Essentials	Proficiency	Distinction
Concept Definition: Identify, reflect, analyze, and interpret how dance communicates and conveys meaning.				
PO 1	After observing a brief movement study, identify the <u>elements of movement</u> being used.	After observing a dance, discuss how the elements of movement have been manipulated within the choreography.	After observing a dance, discuss the <u>choreographic structure</u> being used.	Analyze the ways that two different choreographers manipulate the elements of movement and choreographic structures in their choreography.
PO 2	After observing a dance, identify the production elements being used (e.g. lighting, sound, costumes, props, scenery).	After observing a dance, discuss how the production elements have enhanced the dance.	After observing a dance, discuss ways in which production elements could have been added or used differently to enhance the dance.	Research various choreographers to compare and contrast how the use of production elements influenced their specific style (e.g. Graham, Nikolais, Cunningham, Balanchine).
PO3	Discuss how the <u>elements of movement</u> can be used to communicate meaning.	Analyze and interpret how the <u>elements of movement</u> were used to communicate meaning in a dance.	Analyze the ways in which the elements of movement are used to create meaning in different dance styles.	Analyze the ways that two different choreographers used the elements of movement to create meaning in their choreography.

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PO 4	Identify the criteria used to evaluate dance (e.g. technique, mood, performance energy, elements of movement).	Using one criterion, evaluate its effectiveness in a given dance.	Using two criteria, evaluate and compare the effectiveness of two dances.	Analyze the use of one evaluation criterion throughout an entire dance production.
PO 5	Identify your personal reaction to a dance.	Explain your reaction to a dance and identify how your personal experiences lead you to your response.	Observe a dance and discuss differing interpretations and reactions to that dance.	Analyze how differing experiences (community/global) influence how people interpret dance.